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ABSTRACT

This outline provides a guide for the school district administrative team to use in studying, analyzing, developing, and implementing new structural designs, organizational changes, and policy changes needed to successfully involve the community in educational decisions. The outline headings are "Preliminary Planning," "Barriers," "Requirements and Models," "Specific Concerns," and "Managing." (Author/IRT)

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ACTIVITY #4

IMPLEMENTATION OUTLINE FOR COMMUNITY INVOLVEMENT

APRIL 1976

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SCHOOL DISTRICT

PREPARED BY

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EA 009 003

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PREFACE

It is becoming more evident that organized and accepted community involvement is extremely important in the decisions that must be made in today's school districts. Apparently, the present organizational structures in most schools (board of education/administrative staff) does not provide an adequate avenue of formal and continuing communication among the laymen of the community, the school staff and the board of education.

In numerous situations, community involvement is a product of certain state or federal regulations or funding source requirements. Specifically, one mandate for community involvement in Pennsylvania is school district Long-Range Planning.

Most communities have individuals and groups who are interested in and have the potential for becoming actively involved in decision making. Therefore, it is recommended that school districts provide the climate and organizational structure to allow the community to become involved in forming policies, making decisions and governing their schools.

This outline attempts to provide a guide for the school district team to study, analyze, develop and implement new structural designs, organizational changes and policy changes needed to successfully involve the community in educational decisions.

The staff of the Executive Academy welcomes your comments and suggestions to improve this outline.

I. PRELIMINARY PLANNING

There are a number of basic assumptions that must be made, along with a certain amount of preliminary planning and information gathering, that are critical to establishing a viable community involvement procedure in a school district.

A. Some basic assumptions must be made and analyzed prior to the actual development of a community involvement policy and procedure. Your team should discuss and list as many PROS and CONS as you can think of. These will eventually help you to develop a policy and to sell the idea to the board, the teachers and the community.

PROS	CONS
1. More people informed	1. Time consuming
2.	2.

NOTE: Asterisk (*) those PROS and CONS that apply to your district and can be used later in your policy guide or in your advertising.

I. Preliminary Planning. (Con'd)

B. Discuss and list the positive aspects (along with the obvious legal requirement) for acquiring board approval of the community involvement policy.

C. List those individuals, groups and agencies that will be involved in both the preliminary planning and development of a policy and as participants when the procedure is instituted.

I. Preliminary Planning. (Con'd)

D. List all types of financial support that is anticipated in order to successfully initiate a community involvement procedure. (This data will be useful to the board of education.) Try to be specific.

E. List the staff support that will be needed to implement and carry out your community involvement plan. Please consider <u>all</u> staff.

II. BARRIERS

Discuss and list the barriers that are operating that may be a hindrance to the development and implementation of a community involvement plan. Try to be specific so that strategies may be planned to overcome each barrier.

A. School district goals or objectives:

1.

B. School board or administrative policies:

1.

C. Social, racial, ethnic or demographic concerns:

1.

D. Present practices of the school or community:

1.

II. Barriers. (Con'd)

E. Decision making procedures:

1.

F. All obvious or assumed concerns of citizens:

1.

G. All obvious or assumed concerns of teachers:

1.

H. List any barriers that are a direct result of the present organizational structure:

1.

III. REQUIREMENTS AND MODELS

Most school districts, as a result of state or federal mandates, have some form of community involvement. It may be token involvement or it may be an active positive force in the school district. If the district has an active parent advisory group for a certain program, it is possible to build from the information and successes gotten from these experiences.

A. List the state and federal programs that mandate community involvement.

B. List and discuss what segments of the community have been identified to meet the requirements of involvement. (Refer to Section I., item C.)

III. Requirements and Models. (Con'd)

C. List the school districts or other agencies that have or may provide community involvement models for you to examine.

1.

D. List and discuss possible assistance that can be enlisted from industry or business (models, procedures, expertise).

IV. SPECIFIC CONCERNS

Before the team begins to write the policy, there are some considerations to be made. The policy must be broad enough to encompass all contingencies. At the same time, it must be specific enough to reflect all concerns and bring clarity to a complex endeavor. When this exercise is completed you will have enough basic information to begin to write a community involvement policy that is unique to your district. (You may want to refer back to Section I for ideas.) Please discuss and complete each of the following items:

A. Philosophy of community involvement:

IV. Specific Concerns. (Con'd)

B. Specific statement of purpose. (This may be used in place of A. above.)

C. Specific objectives of community involvement in your school district.

IV. Specific Concerns. (Con'd)

D. Develop an overall operational plan. The plan may use a PERT or GANTT chart technique and should include an organizational chart and timetable of events and/or work schedule.

1. Organizational chart:

2. Timetable:

PERT Chart or Flow Chart

IV. Specific Concerns. (Con'd)

E. Composition of community groups or committees.

F. Responsibility assignments (administrative, teacher, community).

IV. Specific Concerns. (Con'd)

G. State general function(s) of each operational group (committee).

H. Discuss and list the ways and means that communication and feedback will occur at all phases of the plan.

V. MANAGING

Managing community groups and maintaining a high degree of involvement is the most important, and perhaps the most difficult, aspect of working with community persons from all socio-economic and educational levels. This section should be used to list, discuss and decide some managerial procedures designed to make the plan successful.

A. Size and composition of specific committees. (Refer to Section III., item E. to decide if any changes need to be made.)

B. Meetings (length, topics, agenda, pertinency).

V. Managing. (Con'd)

C. Communication of results of meetings.

D. Provision for ideas from individuals.

E. Authority, purpose, range of committee or group operation.

F. Recognition of groups or individuals.

V. Managing. (Con'd)

G. Attendance at meetings.

H. Termination of group or individual.

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